adult education, local self-government and such others may be pooled to build up this composite centre.

3. An important link should be estab- lished between the community library of the village and the village primary school. If the school does not have a library of its own, the community library should ^. provide the children with an adequate book-corner.

4. The community library should also importantly cater for adult education and make adequate audio-visual aids available to attract the illiterate villagers.

5. The district library should serve as an apex library for each district with public libraries at city, town and village levels constituting important components in the district library system. In addition to the usual services to be rendered by it, it should also provide for learning facilities and recreation for the handicapped. Wherever possible, district libraries and comparable city public libraries should provide literature in Braille. The district library and branch libraries should also arrange mobile and circulation library services within its area wherever it is necessary and feasible. Special services should be rendered to hospitals, prisons and the infirm in their homes.

6. Libraries for special groups should be built in areas of tribal concentration or of minority communities to develop \tlreir distinctive cultures. Government will provide all encouragement for such communities to develop their own libraries through voluntary effort.

7. Each public library should have a section for children and, in addition, r:epa- - rate libraries for children with attractive books and audio-visual supporting material should be established wherever possible.

8. The district library will take the leadership in establishing linkages bet ween all other public libraries of the district and work towards resource-sharing within the area.

9. The key role of public libraries as chief sustaining agencies of distance education should b_e recognised and they should be adequately equipped with the relevant resources for this purpose.

10. All the libraries within a State should form part of a network extending from the community library of the village through intermediary levels to the district and to the State Central Library. This State network should eventually connect with the national level.

11. The role of the State Central Library is crucial in networking and the establishment of uniform library procedures within the State. The State Central Library/Directorate of Public Libraries h?s to perform as the co-ordinating agency for public libraries in the State.

12. To bring about this development of the public libraries in a State it is vital that each State $enact_s$ its own library legislation. The Central Government should revise the Model Public Library Bill, which it has already prepared, in the light Of experience gained in recent years and urge upon the States the im portance of enacting such legislation. Fin ances for library development should be found by each State either from its gene ral revenues or from local taxation.

13. The Central Government should assist the State in the development of public libraries in a larger way than it has done so far. The Raja Rammohun Roy Library Foundation as the national agency for co-ordinating and assisting the development of public libraries be suit ably strengthened enabling it to discharge its responsibilities effectively.

Cricket Control Board of India

*155. SHRIMATI BIJOYA CHAKRA-VARTY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state;

(a) whether it is a fact that the Cricket Control Boalrd of India has not been brought under the purview of Government's guidelines on sports; and

(b) if so, what are the reasons therefor, and whether there is any proposal

with Government for bringing the Cricket Control Board of India under Government's guidelines in view of the urgency of general discipline in the domain of sports?

THE MINISTER OF STATE IN THE DEPARTMENTS OF YOUTH AFFAIRS AND SPORTS AND WOMEN AND CHILD DEVELOPMENT IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI MARGARET ALVA): (a) No, Sir.

(b) Does not arise.

Strength of DTC Fleet

*156. SHRI YASHWANT 6INHA: Will the Minister of SURFACE TRANSPORT be pleased to state:

(a) what is the total strength of Delhi Transport Corporations own fleet at pre sent and the number of private buses plying under the kilometre scheme;

(b) whether private buses have been employed in DTC service under any other scheme if so, what i_s their number at present; and

(c) whether any study has been carried out as to the total number of buses which Delhi roads can accommodate and if so, its recommendations in this regard?

THE MINISTER OF STATE OF THE MINISTRY OF SURFACE TRANSPORT (SHRI RAIESH PILOT): (a) and (b) As on 1st May, 1988 the fleet position of DTC is as follows:—

(i) DTC's own buses—4384

(n) Private Operators buses operating under special arrangement with DTC—1006

(iii) Private Operators buses under Administrative Operational and Control Charges Scheme—-2

(iv) Private Operators Mini buses under KM scheme—32

(c) Carrying capacity of the total road network for buses is related to the road length, the road widening, fly-overs, number and variety of other vehiclss ply ing on the roads and the traffic manage-ment systems. The road capacities have been increasing over the years. A Plan ning Commission study in lanuary, 1982 had placed 5000 DTC buses as the maxi mum upto which Delhi roads can ac commodate the buses, without calling for any investment in capacity expansion. The study had emphasised the need for a Mass Rapid Transit System for Delhi. Recently, the Task Force set up by the Ministry of Urban Development in its report submitted in September, 1987 has also recommended introduction of Mass Rapid Transit System on selected corri dors.

Change in Text Books in Delhi Schools

*157. SHRI PAWAN KUMAR BANSAL: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the text books prescribed for certain subjects in Delhi Schools have been changed in the new session that commenced in April, 1988;

(b) whether it is also a fact that these books have not been released by NCERT so far greatly harming the student studies;

(c) if so, what are the reasons theie-for; and

(d) by when these books are likely tobe made available?

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOP MENT (SHRI-L. P. SHAHI): (a) to (d) Revision of curriculum, syllabi and text books has been taken up as a phased time bound programme to implement the thrusts of the National Policy on Edu-cation—1986. The schools coming under